



BRENNEN ELEMENTARY

4438 Devereaux Rd.

Columbia, South Carolina

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 795 Students | |
| Principal | Marian Crum-Mack, Ph.D. | 803-738-7204 |
| Superintendent | Dr. Percy A. Mack | 803-231-7500 |
| Board Chair | Vince Ford | 803-231-7556 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|-------------------|
| 2010 | Excellent | Excellent* |
| 2009 | Excellent | Good |
| 2008 | Good | Below Average |
| 2007 | Good | Good |
| 2006 | Good | At-Risk |

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

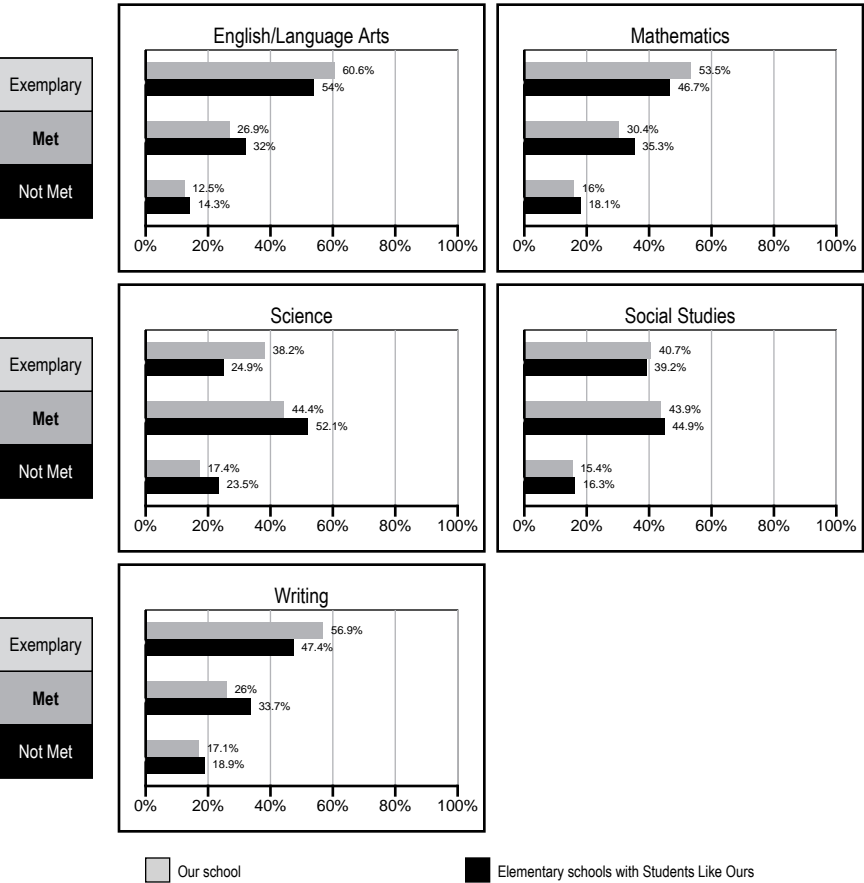
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 26 | 16 | 5 | 1 | 0 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=795) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.4% | Down from 1.7% | 1.0% | 1.2% |
| Attendance rate | 96.1% | Up from 96.0% | 96.5% | 96.1% |
| Eligible for gifted and talented | 32.2% | Up from 23.9% | 19.7% | 11.7% |
| With disabilities other than speech | 10.7% | Up from 10.0% | 7.9% | 8.0% |
| Older than usual for grade | 0.6% | Up from 0.5% | 0.2% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=54) | | | | |
| Teachers with advanced degrees | 68.5% | Up from 67.9% | 61.7% | 60.5% |
| Continuing contract teachers | 72.2% | Up from 71.4% | 86.0% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 83.8% | Down from 86.1% | 88.3% | 87.0% |
| Teacher attendance rate | 94.1% | Up from 93.8% | 96.1% | 95.4% |
| Average teacher salary* | \$53,363 | Down 0.6% | \$48,507 | \$47,288 |
| Professional development days/teacher | 11.7 days | Down from 12.6 days | 10.0 days | 10.5 days |
| School | | | | |
| Principal's years at school | 7.0 | Up from 6.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.1 to 1 | Up from 20.2 to 1 | 20.7 to 1 | 19.2 to 1 |
| Prime instructional time | 89.1% | Up from 87.7% | 92.4% | 90.8% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 98.5% | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil** | \$7,721 | Up 6.4% | \$6,921 | \$7,548 |
| Percent of expenditures for instruction** | 81.6% | Down from 82.5% | 70.6% | 68.7% |
| Percent of expenditures for teacher salaries** | 78.8% | Up from 77.5% | 67.4% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Brennen Elementary School continues to be a flagship institution for elementary education throughout South Carolina. The school is situated in a residential section of Columbia and serves approximately 780 students in grades K through 5. Brennen's greatest strengths come from its strong student achievement, excellent parent and community support, comprehensive social action projects, and continuous professional development.

We are proud of the student achievement and other school honors that have come to us at Brennen in recent years. Since the beginning of testing, we have maintained a rating of Excellent or Good on the SC School Report Card. Also, for 7 of the 9 years, we have maintained Palmetto Gold or Silver Award status. In addition, our students have performed above the state average on all parts of PASS testing each year. For multiple years, we have continued our status as a Red Carpet School, as well as a School of Promise. Four of our 5th graders won honors in the junior division at the USC Region II Science and Engineering Fair. We utilize the latest technology, such as interactive white boards and a wireless mobile computer lab, to maximize our students' achievement. All of our students participate in art, music, PE, Spanish and drama classes. First through fifth graders perform in full-length plays.

Our parent and community support is quite impressive. The PTO sponsored its 7th fund-raising auction, raising \$36,000 during that one evening and attracting approximately 275 attendees (PTO raised almost \$60,000 over the entire school year). Among the PTO activities that regularly bring in hundreds of attendees are events such as Harvest Happening, Spring Supper, Back-to-School Bash, Walk Your Child to School Day, and Grandparents' Day. Our SIC was quite active this year, also. The members broadened school-to-family communication, created the student directory, and assisted teachers with many classroom activities and needs. Our neighborhood Kilbourne Park Baptist Church members serve as our Faith-Based Partners and allow us to have our 5th Grade Promotion Ceremony in their gym. USC's Foreign Language Department students have continued to provide German instruction to interested students in one of our after-school programs.

Our Social Action Projects included Pennies for Pasta (\$1,303 for the Leukemia Society), Jump Rope for Heart (\$4,041 for the American Heart Association), Harvest Hope Food Drive (1,463 pounds), Relay for Life (\$800 for the American Cancer Society), and The Water Project (\$1,414 for a well for an African village).

In much the same way, we have continued our emphasis on professional development. We have implemented Stages One and Two of HET (Highly Effective Teaching) and provided multiple-year coaching for our faculty and staff. Stage One focuses on the physical and emotional environment of the school. Stage Two addresses curriculum and instruction issues. In addition, our teams of teachers have worked to become true Professional Learning Communities.

All of us associated with Brennen Elementary School are proud of our 60-year history of academic excellence and have pride in the outstanding elementary school experience that we provide for our students.

Dr. Marian Crum-Mack, Principal

Coley Brown, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 49 | 126 | 100 |
| Percent satisfied with learning environment | 85.4% | 91.3% | 90.5% |
| Percent satisfied with social and physical environment | 89.6% | 87.2% | 93.9% |
| Percent satisfied with school-home relations | 97.9% | 96.8% | 89.8% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 1.8% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.7% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.1% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|--------------|-----|------|----|------|------|------|------|------|-----|-----|
| All Students | 392 | 99.2 | 12 | 27.1 | 60.9 | 93.1 | 78.2 | 83.5 | Yes | Yes |
|--------------|-----|------|----|------|------|------|------|------|-----|-----|

Gender

| | | | | | | | | | | |
|------|-----|------|------|------|------|------|------|------|-----|-----|
| Male | 206 | 99.5 | 12.2 | 26.9 | 60.9 | 93.9 | 74.7 | 80.1 | N/A | N/A |
|------|-----|------|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|--------|-----|------|------|------|------|------|------|----|-----|-----|
| Female | 186 | 98.9 | 11.7 | 27.4 | 60.9 | 92.2 | 81.6 | 87 | N/A | N/A |
|--------|-----|------|------|------|------|------|------|----|-----|-----|

Racial/Ethnic Group

| | | | | | | | | | | |
|-------|-----|------|-----|------|------|------|------|------|-----|-----|
| White | 205 | 99.5 | 3.5 | 15.8 | 80.7 | 97.5 | 93.3 | 89.6 | Yes | Yes |
|-------|-----|------|-----|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|------------------|-----|------|----|------|------|------|------|------|-----|-----|
| African American | 148 | 98.7 | 21 | 42.8 | 36.2 | 89.9 | 74.2 | 74.6 | Yes | Yes |
|------------------|-----|------|----|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|------------------------|----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 84.2 | 92.7 | I/S | I/S |
|------------------------|----|-----|-----|-----|-----|-----|------|------|-----|-----|

| | | | | | | | | | | |
|----------|----|-----|------|------|------|------|------|------|-----|-----|
| Hispanic | 26 | 100 | 34.8 | 30.4 | 34.8 | 73.9 | 80.8 | 79.6 | I/S | I/S |
|----------|----|-----|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 85.1 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

Disability Status

| | | | | | | | | | | |
|----------|----|------|----|------|------|------|------|------|-----|-----|
| Disabled | 44 | 93.2 | 35 | 27.5 | 37.5 | 72.5 | 45.3 | 51.7 | Yes | Yes |
|----------|----|------|----|------|------|------|------|------|-----|-----|

Migrant Status

| | | | | | | | | | | |
|---------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
|---------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

English Proficiency

| | | | | | | | | | | |
|----------------------------|----|-----|------|------|------|------|------|----|-----|-----|
| Limited English Proficient | 33 | 100 | 25.8 | 38.7 | 35.5 | 80.6 | 77.9 | 79 | I/S | I/S |
|----------------------------|----|-----|------|------|------|------|------|----|-----|-----|

Socio-Economic Status

| | | | | | | | | | | |
|------------------|-----|------|------|------|------|------|------|------|-----|-----|
| Subsidized meals | 154 | 98.7 | 24.3 | 41.4 | 34.3 | 86.4 | 73.1 | 76.9 | Yes | Yes |
|------------------|-----|------|------|------|------|------|------|------|-----|-----|

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|--------------|-----|-----|------|------|------|------|----|------|-----|-----|
| All Students | 392 | 100 | 16.4 | 30.8 | 52.8 | 89.7 | 72 | 80.4 | Yes | Yes |
|--------------|-----|-----|------|------|------|------|----|------|-----|-----|

Gender

| | | | | | | | | | | |
|------|-----|-----|------|------|------|------|------|------|-----|-----|
| Male | 206 | 100 | 15.7 | 28.8 | 55.6 | 91.4 | 70.3 | 78.4 | N/A | N/A |
|------|-----|-----|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|--------|-----|-----|------|----|------|------|------|------|-----|-----|
| Female | 186 | 100 | 17.3 | 33 | 49.7 | 87.7 | 73.8 | 82.5 | N/A | N/A |
|--------|-----|-----|------|----|------|------|------|------|-----|-----|

Racial/Ethnic Group

| | | | | | | | | | | |
|-------|-----|-----|-----|------|------|----|------|------|-----|-----|
| White | 205 | 100 | 5.4 | 21.3 | 73.3 | 98 | 90.2 | 87.8 | Yes | Yes |
|-------|-----|-----|-----|------|------|----|------|------|-----|-----|

| | | | | | | | | | | |
|------------------|-----|-----|------|----|------|------|----|------|-----|-----|
| African American | 148 | 100 | 31.7 | 41 | 27.3 | 78.4 | 67 | 69.3 | Yes | Yes |
|------------------|-----|-----|------|----|------|------|----|------|-----|-----|

| | | | | | | | | | | |
|------------------------|----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 88.4 | 93.5 | I/S | I/S |
|------------------------|----|-----|-----|-----|-----|-----|------|------|-----|-----|

| | | | | | | | | | | |
|----------|----|-----|------|------|------|------|------|------|-----|-----|
| Hispanic | 26 | 100 | 26.1 | 43.5 | 30.4 | 82.6 | 77.8 | 78.3 | I/S | I/S |
|----------|----|-----|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 83.2 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

Disability Status

| | | | | | | | | | | |
|----------|----|-----|------|------|------|------|------|------|-----|-----|
| Disabled | 44 | 100 | 46.3 | 29.3 | 24.4 | 73.2 | 34.8 | 46.1 | Yes | Yes |
|----------|----|-----|------|------|------|------|------|------|-----|-----|

Migrant Status

| | | | | | | | | | | |
|---------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
|---------|---|-----|-----|-----|-----|-----|-----|------|-----|-----|

English Proficiency

| | | | | | | | | | | |
|----------------------------|----|-----|------|------|------|------|----|------|-----|-----|
| Limited English Proficient | 33 | 100 | 19.4 | 48.4 | 32.3 | 87.1 | 80 | 78.9 | I/S | I/S |
|----------------------------|----|-----|------|------|------|------|----|------|-----|-----|

Socio-Economic Status

| | | | | | | | | | | |
|------------------|-----|-----|------|------|------|----|------|------|-----|-----|
| Subsidized meals | 154 | 100 | 31.9 | 39.7 | 28.4 | 78 | 65.9 | 72.8 | Yes | Yes |
|------------------|-----|-----|------|------|------|----|------|------|-----|-----|

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

Science

| | | | | | | | | |
|--------------|-----|------|------|------|----|------|------|------|
| All Students | 256 | 99.6 | 17.5 | 43.5 | 39 | 82.5 | 56.5 | 67.3 |
|--------------|-----|------|------|------|----|------|------|------|

Gender

| | | | | | | | | |
|------|-----|------|------|----|------|------|------|------|
| Male | 135 | 99.3 | 13.7 | 45 | 41.2 | 86.3 | 56.1 | 66.9 |
|------|-----|------|------|----|------|------|------|------|

| | | | | | | | | |
|--------|-----|-----|------|------|------|------|------|------|
| Female | 121 | 100 | 21.7 | 41.7 | 36.5 | 78.3 | 56.8 | 67.7 |
|--------|-----|-----|------|------|------|------|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|-----|-----|-----|------|------|------|------|------|
| White | 132 | 100 | 9.3 | 34.1 | 56.6 | 90.7 | 86.3 | 79.6 |
|-------|-----|-----|-----|------|------|------|------|------|

| | | | | | | | | |
|------------------|----|----|----|------|------|----|------|------|
| African American | 96 | 99 | 30 | 52.2 | 17.8 | 70 | 48.2 | 49.7 |
|------------------|----|----|----|------|------|----|------|------|

| | | | | | | | | |
|------------------------|----|-----|-----|-----|-----|-----|------|------|
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 76.2 | 84.4 |
|------------------------|----|-----|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|----------|----|-----|----|------|------|----|------|------|
| Hispanic | 17 | 100 | 25 | 56.3 | 18.8 | 75 | 64.9 | 59.4 |
|----------|----|-----|----|------|------|----|------|------|

| | | | | | | | | |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 69.5 |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|------|------|------|------|------|------|------|
| Disabled | 29 | 96.6 | 42.3 | 30.8 | 26.9 | 57.7 | 23.9 | 33.8 |
|----------|----|------|------|------|------|------|------|------|

Migrant Status

| | | | | | | | | |
|---------|---|-----|-----|-----|-----|-----|-----|------|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
|---------|---|-----|-----|-----|-----|-----|-----|------|

English Proficiency

| | | | | | | | | |
|----------------------------|----|-----|------|------|------|------|------|------|
| Limited English Proficient | 23 | 100 | 17.4 | 65.2 | 17.4 | 82.6 | 62.7 | 58.6 |
|----------------------------|----|-----|------|------|------|------|------|------|

Socio-Economic Status

| | | | | | | | | |
|------------------|-----|----|------|------|----|------|------|------|
| Subsidized meals | 102 | 99 | 31.2 | 54.8 | 14 | 68.8 | 46.5 | 55.4 |
|------------------|-----|----|------|------|----|------|------|------|

Social Studies

| | | | | | | | | |
|--------------|-----|------|----|------|------|----|----|------|
| All Students | 262 | 99.6 | 15 | 44.7 | 40.3 | 85 | 64 | 70.9 |
|--------------|-----|------|----|------|------|----|----|------|

Gender

| | | | | | | | | |
|------|-----|------|------|------|------|------|------|------|
| Male | 141 | 99.3 | 11.1 | 42.2 | 46.7 | 88.9 | 61.9 | 70.1 |
|------|-----|------|------|------|------|------|------|------|

| | | | | | | | | |
|--------|-----|-----|------|------|------|------|------|------|
| Female | 121 | 100 | 19.5 | 47.5 | 33.1 | 80.5 | 66.1 | 71.7 |
|--------|-----|-----|------|------|------|------|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|-----|-----|-----|------|------|------|------|------|
| White | 137 | 100 | 5.9 | 34.6 | 59.6 | 94.1 | 86.9 | 79.2 |
|-------|-----|-----|-----|------|------|------|------|------|

| | | | | | | | | |
|------------------|-----|-----|------|------|----|------|------|------|
| African American | 100 | 100 | 26.6 | 57.4 | 16 | 73.4 | 57.7 | 58.4 |
|------------------|-----|-----|------|------|----|------|------|------|

| | | | | | | | | |
|------------------------|---|-----|-----|-----|-----|-----|------|------|
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 82.1 | 86.8 |
|------------------------|---|-----|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|----------|----|------|----|----|----|----|------|----|
| Hispanic | 18 | 94.4 | 25 | 50 | 25 | 75 | 67.6 | 68 |
|----------|----|------|----|----|----|----|------|----|

| | | | | | | | | |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|-----|------|------|------|------|------|------|
| Disabled | 33 | 100 | 32.3 | 48.4 | 19.4 | 67.7 | 31.7 | 39.3 |
|----------|----|-----|------|------|------|------|------|------|

Migrant Status

| | | | | | | | | |
|---------|---|-----|-----|-----|-----|-----|-----|----|
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
|---------|---|-----|-----|-----|-----|-----|-----|----|

English Proficiency

| | | | | | | | | |
|----------------------------|----|------|----|----|----|----|------|----|
| Limited English Proficient | 21 | 95.2 | 25 | 45 | 30 | 75 | 65.2 | 68 |
|----------------------------|----|------|----|----|----|----|------|----|

Socio-Economic Status

| | | | | | | | | |
|------------------|-----|----|------|------|----|------|------|------|
| Subsidized meals | 103 | 99 | 28.4 | 51.6 | 20 | 71.6 | 56.5 | 60.8 |
|------------------|-----|----|------|------|----|------|------|------|

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 392 | 97.7 | 17.1 | 26 | 56.9 | 82.9 | 63.4 | 72.1 | 96.1 | 95.9 |
| Gender | | | | | | | | | | |
| Male | 206 | 96.1 | 19.4 | 24.1 | 56.5 | 80.6 | 56.3 | 65.2 | 95.8 | 95.7 |
| Female | 186 | 99.5 | 14.6 | 28.1 | 57.3 | 85.4 | 70.4 | 79.2 | 96.6 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 204 | 100 | 6.9 | 15.3 | 77.8 | 93.1 | 86.2 | 80.8 | 96.2 | 96 |
| African American | 147 | 94.6 | 28.2 | 42 | 29.8 | 71.8 | 57.3 | 59.7 | 95.9 | 95.9 |
| Asian/Pacific Islander | 11 | 100 | N/AV | N/AV | N/AV | 100 | 81.1 | 87 | 97.3 | 96.2 |
| Hispanic | 27 | 100 | 50 | 18.2 | 31.8 | 50 | 62.9 | 64.6 | 96.6 | 95.8 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 73.4 | 96.9 | 93.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 42 | 78.6 | 59.4 | 21.9 | 18.8 | 40.6 | 21.1 | 27.7 | 94.7 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 34 | 100 | 35.5 | 25.8 | 38.7 | 64.5 | 60.7 | 63.7 | 96.7 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 149 | 94.6 | 32.3 | 43.1 | 24.6 | 67.7 | 55.2 | 61.9 | 95.5 | 95.7 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 120 | 100 | 15 | 31.9 | 53.1 | 85 |
| | 4 | 145 | 100 | 16.1 | 27.7 | 56.2 | 83.9 |
| | 5 | 121 | 100 | 12.4 | 34.5 | 53.1 | 87.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 127 | 99.2 | 13.3 | 19.2 | 67.5 | 86.7 |
| | 4 | 125 | 99.2 | 11.6 | 34.7 | 53.7 | 88.4 |
| | 5 | 140 | 99.3 | 11.1 | 27.4 | 61.5 | 88.9 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 120 | 100 | 16.8 | 36.3 | 46.9 | 83.2 |
| | 4 | 145 | 100 | 14.6 | 37.2 | 48.2 | 85.4 |
| | 5 | 121 | 100 | 11.5 | 39.8 | 48.7 | 88.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 127 | 100 | 20.8 | 21.7 | 57.5 | 79.2 |
| | 4 | 125 | 100 | 9.9 | 34.7 | 55.4 | 90.1 |
| | 5 | 140 | 100 | 18.4 | 35.3 | 46.3 | 81.6 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 60 | 98.3 | 35.1 | 43.9 | 21.1 | 64.9 |
| | 4 | 143 | 99.3 | 17 | 47.4 | 35.6 | 83 |
| | 5 | 62 | 96.8 | 15.5 | 51.7 | 32.8 | 84.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 61 | 100 | 24.1 | 29.3 | 46.6 | 75.9 |
| | 4 | 125 | 100 | 15.6 | 52.5 | 32 | 84.4 |
| | 5 | 70 | 98.6 | 15.2 | 39.4 | 45.5 | 84.8 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 60 | 98.3 | 23.2 | 23.2 | 53.6 | 76.8 |
| | 4 | 145 | 100 | 7.3 | 34.3 | 58.4 | 92.7 |
| | 5 | 59 | 98.3 | 25 | 32.7 | 42.3 | 75 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 67 | 98.5 | 16.1 | 43.5 | 40.3 | 83.9 |
| | 4 | 125 | 100 | 10.7 | 42.6 | 46.7 | 89.3 |
| | 5 | 70 | 100 | 21.7 | 49.3 | 29 | 78.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 120 | 97.5 | 19.6 | 17.9 | 62.5 | 80.4 |
| | 4 | 146 | 95.2 | 22.4 | 33.6 | 44 | 77.6 |
| | 5 | 119 | 97.5 | 10.8 | 33.3 | 55.9 | 89.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 125 | 97.6 | 17.1 | 26.5 | 56.4 | 82.9 |
| | 4 | 126 | 97.6 | 19.5 | 26.3 | 54.2 | 80.5 |
| | 5 | 141 | 97.9 | 14.9 | 25.4 | 59.7 | 85.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample